



Physical education and sport for democracy and
human rights (SPORT)
**Motivational climate in physical education
and sport:
How to promote active lifestyles,
democracy and human rights?**

by

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Motivational climate in physical education and sport: How to promote active lifestyles, democracy and human rights?

Brief description

Extensive research demonstrates that Physical Education (PE) teachers and sport coaches can create a motivational climate associated with success (Ntoumanis and Biddle, 1999; Duda, 2003; Papaioannou, 2012). Several investigators have proved that a task-involving motivational climate (MC) in physical education and sport (PES) is associated with more adaptive behavioural, affective and cognitive outcomes, while an ego climate is linked with less adaptive outcomes (Braithwaite, Spray and Warburton, 2011; Ntoumanis and Biddle, 1999; Papaioannou, 2012). Specifically, a task MC is positively correlated with two fundamental concepts of this training unit, namely, physical activity regular participation (active lifestyles) and democratic values and human rights (Papaioannou, 2012). Therefore, the purpose of this training unit is to develop PES student teacher's attitudes, skills and knowledge on how to establish a task-involving MC in their classes/sessions.

Expected outcomes

- ✓ Acceptance of the fact that every individual constructs knowledge differently (A_EPIST_1)
- ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved (S_COOP_3)
- ✓ Ability to promote convivencia (S_HR_1)
- ✓ Understanding of the main concepts related to diversity (equality, empathy, citizenship, global interdependence...) (K_DIV_1)
- ✓ Understanding that every group has a power structure (K_COOP_2)

Specifically:

- ✓ To develop a clear conceptual framework regarding quality PES, HRD and MC.
- ✓ To discover the connections between PES, HRD and MC.
- ✓ To develop attitudes, skills and knowledge on and for efficient teaching methods (to establish an adequate MC) for developing PES that supports active lifestyles as well as HRD.
- ✓ To experience and learn about the process of establishing a task-involving, based on the TARGET framework (Ames, 1992).
- ✓ To experience and learn about the basic elements of cooperative learning.

Activities

	Duration	Methods used
Activity 1: Education, human rights and motivational climate: definitions and connections	100 minutes	Cooperative learning structure – jig saw
Activity 2: Creating a motivational climate in physical education and sport for active lifestyles and human rights	85 minutes	Playing games, Group work, Presentation
Activity 3: Evaluation	15 minutes	Self-evaluation, questionnaire

Background and context

Develop physical education student teacher's attitudes, skills and knowledge on and for quality PES, human rights and democracy (HRD), and MC. Specifically, participants will explore the connections between quality PES, HRD (e.g., equality, inclusion) and MC (task versus ego) within cooperative learning structures. Moreover, participants will experience and learn how to promote an adequate MC to support the promotion of active lifestyles and HRD.

This training unit is organized in two sessions of 90 minutes each. In the first session, participants will understand and explore the physical education, sport, MC (task and ego) and HRD concepts and connections within cooperative learning strategies. In the second session, by the one hand, participants will experiment and understand the different types of MC (task and ego), taking into account the TARGET framework (Ames, 1992). On the other hand, participants will learn how to create a task-involving MC in PES, in order to promote physically active lifestyles and HRD.

- ✓ As pre-requisite, participants might have some previous knowledge related to teaching in the field of PES to participate in this training module.
- ✓ Trainers should be familiar with the achievement goal theory principles (Elliot and Church, 1997; Nicholls, 1989), as the characteristics of distinct MC in PES (task and ego) and how they might be related to HRD. If not a good preparatory reading is needed.
- ✓ If participants never used cooperative learning strategies, the trainer can expect time problems for explanation. Planning about group formation methods and exchanges, for example, is fundamental to be time efficient.
- ✓ The debriefing is a critical moment where, after the participants' interdependent construction of knowledge, the trainer should help systematize and consolidate that knowledge, taking into account the purposes of the activity/session/module. For doing that, trainers should plan and be aware of the participant's actions during the session.
- ✓ For running this training unit, the trainer must be aware that the method also carries the message.

Activity 1: Education, human rights and motivational climate: definitions and connections

Duration: 100 min

Expected outcome

- ✓ Knowledge of definitions and connections of quality PES, HRD and MC (task and ego).
- ✓ Acceptance of the fact that every individual constructs knowledge differently.
- ✓ Understanding of the importance of HRD in the field of PES.
- ✓ Understanding that a task-involving MC (doing well, effort, cooperation), and not an ego-involving MC (beating the others, cheating, competition), is critical to develop, not only the physical being, but also social competences and ethical values.
- ✓ Acceptance and knowledge that task-involving MC is associated with cooperation, inclusion, diversity, equal access of all learners, safe environment, physically active individuals and development of personal and social responsibility.
- ✓ Experience and learn about the basic elements of cooperative learning

Methods/ techniques used

- ✓ Cooperative learning structure – jig saw

Resources

- ✓ 4 flip charts
- ✓ Colour markers (pens)
- ✓ Printed material
- ✓ Duct tape
- ✓ Appendix 1

Practical arrangements

- ✓ Ensure space and enough number of chairs and later on tables

Procedure

Step 1 (10 min)

- ✓ Participants will walk around while listening to the music. Depending on trainer's command, when music stops participants should quickly form groups of 2 persons (and/or groups of 3, 4, 5 persons). The last trainer suggestion might lead to the formation of 4 groups with (as much as possible) the same number of participants. They will be the first work groups for activity 1.

Step 2 (1 min)

- ✓ Participants are divided in 4 groups (those formed during introduction) and go to one desk

Step 3 (6 min) - devise roles for members of the group

- ✓ Tracers: their task is to facilitate the group process. He has to keep the group hot on the trail, on the given task. The Tracer, for example, can regularly make sure that the work results are summarised to help move on with the task.
- ✓ Encouragers: their task is to ensure equal access and participation for all of the group members. She is a practical helper, who has to ensure that everybody contributes to the work equally. The Encourager, for example, may encourage silent members to express themselves and talkative members to rest in silence if needed :)
- ✓ Timers: their task is to help the micro-group to be on time by the means of common solutions and helps group find efficient ways to do the task and helps group finish on time. The Timer, for example, helps micro-group members to create quicker ways to accomplish the activity.
- ✓ Writers: Their task is to ensure that every group member's voice is taken into account and recorded. She makes sure each member has written something on the final paper
- ✓ Spy: Their task is when their group has a problem and gets stuck, they spy on the other groups for ideas. They should wait until their group gives them a clear assignment. They are very quiet and trying not to disturb the others as they listen and watch. Be polite and respect others in their work.

Step 4 (3 min) - task explanation and each expert group will get only one theme of the following printed material: Group 1. Quality PES; Group 2. HRD; Group 3. Task MC; Group 4. Ego MC.

Step 5 (20 min) - Group members read their material - individually, then they discuss it on group level and they come to common decision of knowledge that they will share with others.

Step 6 (20 min) - Division of participant in mix groups of experts (using the "1,2,3,4,5" method; i.e., each group member is assigned with one number from 1 to 5, then all the members with the same number form a new group) where they share what they find out and write it down on flip chart mate.

Step 7 (10 min) - Each group will discuss - what are they going to write in the middle of the mat (sentences that best describe the module framework from their perspective - The connections of quality PES, HRD and MC).

Step 8 (15 min) - Each group write the sentences, place the flip chart on a visible place and select a member to show and present it (only the middle part) to all

Step 9 - Debriefing (15 min)

- ✓ Debriefing will follow through jigsaw presentation of groups (only middle part) - with questions of understanding the common ground of module. It is very important to have debriefing on all aspects of the activities – definitions, connections and cooperative learning. Allow all participants to reflect and express what they have learned. Promote group interdependence to support knowledge consolidation and synthesis.
 - What is and what do you think about the importance of HRD in the field of PES?
 - What are the main differences between an ego and a task-involving climate in PES? How are they (differently) related with quality PE, active lifestyles and HRD?
 - How were the activities organized and what did you felt in doing these group activities? (to reflect on cooperative learning)

Tips for trainers

- ✓ If participants never used cooperative learning strategies, expect time problems for explanation. Particular attention should be given to 2nd step, because everyone should know what his role in the group. Also 5th step is critical, i.e., the division of group of experts using the “1,2,3,4” method is a efficient strategy to assure that every group as one member of each initial expert group. This is particularly important when we do not initially know the number of participants that will be involved in the session.
- ✓ The trainer has to explain the tasks. If participants have doubts, the trainer should explain and give more additional information. Trainer can cover himself with written instruction on flip chart.
- ✓ The trainer should encourage participant’s critical thinking. It might be important to circulate around the groups to stimulate the process and guarantee that each member of the group “act”/“do” together rather “do”/“act” on his/her own.
- ✓ The students might have limited prior knowledge and awareness of HRD in education.
- ✓ It will be challenging to help them to understand and explore the connections of PES, MC and HRD. Therefore, the implementation of the activities and the preparation of the debriefing will be crucial.

Activity 2: Creating a motivational climate in physical education and sport for active lifestyles and human rights

Duration: 85 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved. ✓ Ability to promote convivencia. ✓ Understanding that every group has a power structure. ✓ To develop attitudes, skills and knowledge on and for efficient teaching methods related to a task-involving MC, for developing PES that supports active lifestyles and HRD (e.g., equal access to learning, inclusion). ✓ Understanding that a task-involving MC (doing well, effort, cooperation), and not an ego-involving MC (beating the others, cheating, competition), is critical to develop, not only the physical being, but also social competences and ethical values.
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Playing games ✓ Group work ✓ Presentation
<p>Resources</p> <ul style="list-style-type: none"> ✓ 4 flip charts ✓ Colour markers (pens) ✓ Printed material ✓ Duct tape ✓ Appendixes 2 and 3
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Make sure to have enough free space and chairs
<p>Procedure</p> <p>Step 1 (10 min)</p> <ul style="list-style-type: none"> ✓ Recover first session main outcomes and conclusions (definitions and connections of quality PES, HRD and MC), ✓ Establish the link and introduce second session purposes. <p>Step 2 (7, 5 min) - Participants will play the traditional musical chair game (appendix 2).</p> <p>Step 3 (7, 5 min) - Participants will play the modified musical chair game, changed with reference to TARGET framework (appendix 2).</p> <p>Step 4 (10 min) - Class level reflection on the two versions of the musical chairs game, taking into account TARGET framework. It is very important to have debriefing on all aspects of the two versions of the game and to elicit participants experienced feelings. Explore the links between the two distinct MC and HR (e.g., inclusion, cooperation, social cohesion, respect of diversity)</p>

Step 5 (5 min) - Task explanation, participants are divided in 4 groups (they will choose by themselves), go to a desk and get printed material related to TARGET framework (appendix 3). All groups will have the task to create an educational situation in the context of PE and sport related to a task-involving MC.

Step 6 (5 min) - Group members read their material – individual and group level.

Step 7 (10 min) - Based on TARGET, all groups will discuss, construct and write on a flip chart one practical example of an educational situation in PE and sport context (e.g., game, exercise, teacher-student interaction) that reflect a task-involving MC.

Step 8 (15 min) - Each group write the sentences, place the flip chart on a visible place and select a member to show and present it to all

Step 9 - Debriefing (15 min)

- ✓ Debriefing will follow through presentation of groups - with questions of understanding the common ground of module. It is very important to have debriefing on the two distinct types of MC in PES, task and ego, and how are they differently related to the promotion of physically active lifestyles and HRD. In doing so the reference to the TARGET framework is critical. Allow all participants to reflect and express what they have learned. Promote group interdependence to support knowledge consolidation and synthesis.
- ✓ What do you felt in doing the two different versions of the musical chairs game? How are they related with an ego or a task-involving climate? What were the big differences between the two versions of the game? (Conduct them to the TARGET framework).
- ✓ Remember your PE past experiences at school. What do you think it was the predominant motivational climate in your PE classes? Why? What do you think about it?
- ✓ What are the main differences between an ego and a task-involving climate in PES? How are they (differently) related with quality PE, active lifestyles and HRD?
- ✓ What is the TARGET framework and how can you take it into account to promote different motivational climate in PES classes?
- ✓ What type of motivational climate should you create for quality PES and to promote active lifestyles and HRD? Why and how can you do it?

Tips for trainers

- ✓ We can expect time problem, for making room to play the music chair game. After the musical game there is the need to reorganize the room, because participants will need chairs and desks to do the following activities. To be time efficient, the trainer should give clear instructions to participants how they should organize and transport the material in the room.
- ✓ There must be enough room to play the musical chair game.
- ✓ During traditional and modified musical chair game versions the trainer should purposely adopt distinctive behaviours to emphasize an ego-involving MC and a task-involving MC, respectively. The trainer should also observe the patterns of behaviours that participants have when performing the activity, to debrief about them after the activity.
- ✓ After the games, participants might get energetic and enthusiastic. There is need to be aware of that, to give them some time to recover and/or adopt a strategy to capture their attention for the debriefing.

- ✓ The trainer has to organize the group division and to explain the tasks.
- ✓ If participants have doubts in how to create an educational situation related to a task-involving MC, the trainer should explain and give some more practical examples. The trainer should emphasize that participants can be creative and use different solutions to present their outcomes (e.g., modify a game/exercise, represent a teacher-student interaction, teaching behaviour related to instruction or feedback, interaction between students; use role-plays, oral presentation or drawing).
- ✓ The trainer should encourage participant's critical thinking. It might be important to circulate around the groups to stimulate the process and guarantee that each member of the group "act"/"do" together rather "do"/"act" on his/her own.

Evaluation and impact assessment

Duration: 15 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Participants will reflect on their learning and on the whole module process.
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Self-evaluation, questionnaire
<p>Resources</p> <ul style="list-style-type: none"> ✓ Evaluation and impact assessment questionnaire (appendix 4).
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ none
<p>Procedure - The participants will individually answer to a questionnaire</p> <p>Step 1 - Debriefing (15 min)</p> <ul style="list-style-type: none"> ✓ What have you learn regarding MC, quality PES and HRD? ✓ What type of MC is related to quality PES, promotion of active lifestyles and HRD? How are they related? ✓ How should you promote an adequate MC in PES for the promotion of active lifestyles and HRD?
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ The trainer should clearly explain the purposes of the individual evaluation questionnaire (i.e., participants to reflect on their learning and on the whole module experience). The trainer might have the copies of the evaluation questionnaires organized and request/provide a pen per person. If participants have doubts in questionnaire fulfil, the main trainer has to give additional information/explanations.

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Appendices

Appendix 1:

1st expert group – Quality physical education and sport

Physical education and Sport – definitions

'Physical education' is a statutory area of the school curriculum, concerned with developing pupils' physical competence and confidence, and their ability to use these to perform in a range of activities (Department for Education and Employment [DfEE], 2000, p. 129). Whilst the performance of physical skills forms a central and characteristic feature of the subject, like all other areas of the curriculum, it is fundamentally concerned with knowledge, skills and understanding. In other words, physical education is concerned with learning the skills and understanding required for participation in physical activities, knowledge of one's own body and its range of and capacity for movement; and it is also a context for and means of learning a wide range of outcomes which are not inherent to physical activity, but which are valuable extrinsic educational lessons, such as social skills, aesthetic judgment, literacy and numeracy. (Bailey, 2005, p. 72)

'Sport' is a collective noun and usually refers to a range of activities, processes, social relationships and presumed physical, psychological and sociological outcomes. These activities include individual, partner and team sports; contact and non-contact sports; motor-driven or perceptually dominated sports; different emphases on strategy, chance and physical skills; and competitive, self-development and purely recreational activities (Coalter, 2001). Reflecting this diversity of processes and possible outcomes, it is helpful to follow the accepted practice of many central governments and sports groups in adopting the definition in the Council of Europe's European Sports Charter (2001):

Sport means all forms of physical activity which, through casual or organized participation, aim at expressing or improving physical fitness and mental well-being, forming relationships or obtaining results in competitions at all levels. (Bailey, 2005, p. 73)

The code of sports ethics acts as a complement to the charter. It is based on the principle that *"ethical considerations leading to fair play are integral, and not optional elements, of all sports activity, sports policy and management, and apply to all levels of ability and commitment, including recreational as well as competitive sport"*.

In these documents, governments have committed themselves to provide their citizens with opportunities to practice sport under well-defined conditions. Sport must be: accessible to everybody; available for children and young people in particular; healthy and safe, fair and tolerant, building on high ethical values; capable of fostering personal self-fulfilment at all levels; respectful of the environment; protective of human dignity; against any kind of exploitation of those engaged in sport

In this module training, 'sport' will be used as a generic term for the wide range of activities outlined above, and 'physical education' will be used to refer specifically to the curriculum areas and associated educational outcomes.

Physical education (and sport) concept

The “Physical education concept” refers to the more or less coherent set of views concerning the identity and function of physical education as a school subject (Crum, 1994, p.517).

The critical-constructive movement socialization concept is associated with quality physical education and sport. Their basic ideas are:

- The school (and sport club) is not only an agency for cultural adaptation, but also for cultural innovation (produce important, lasting changes in competence repertoires of youngsters in order to prepare them for participation in culture);
- Participation in movement culture according to personal possibilities and needs is an important factor for the quality of daily life;
- Competitive sport is only one mode of movement culture and the dominance of this mode should be criticized because of its selective and excluding traits;
- The uniqueness of an individual should be acknowledged; the learning individual is not only viewed as a role-taker but also as a role-maker.

This concept of physical education and sport (critical-constructive movement socialization) results in curricula with the following traits: The objectives are formulated in terms of techno-motor, socio-motor, and reflective competences, that are needed for a personal and social satisfying, life-long participation in movement culture (also with regard of the individual responsibility for physical fitness and health) (Crum, 1994, p. 518).

A physically well-educated person

Physical education defines what a student should know and be able to do as a result of a quality physical education program. The unique goals of physical education are the development of physical competence, health-related fitness, cognitive understanding, and a positive attitude toward physical activity so that individuals can adopt and maintain physically active and healthy lifestyles (NASPE, 2004, p.11). Specifically, a physically educated person:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

2nd expert group - Motivational climate (TASK)

Motivational climate definition and background

Braithwaite, Spray and Warburton (2011, p. 628-629):

Within achievement goal theory, the term 'motivational climate' has been adopted to encompass the study of environmental factors that lead individuals to construe competence in different ways and pursue different goals. One way to define one's competence is through the perception of self-improvement and task of skills, whereas a second perspective entails the comparison of one's own ability with that of others in a salient reference group. Logically, individuals who employ the first definition pursue goals centered on striving to improve and master tasks; on the other hand, those individuals who choose to adopt the second definition pursue goals focused on doing better than others (Nicholls, 1989).

Papaioannou, Tsigilis, Kosmidou and Milosis (2007, p. 236-237):

It is widely believed that teachers create an environment in their classes that is responsible for students' success and failure. This view did not go unnoticed by many investigators who conducted research on motivational climate in physical education (Ntoumanis & Biddle, 1999). The term *perceived motivation climate* refers to individual composite views regarding the situational emphasized goal structures operating in achievement settings (Ames, 1992). Two classes of achievement goals have been described. When success and failure are defined in comparison to the ego of others, an ego goal orientation is adopted, but when self-referenced criteria of success are used, a task goal orientation prevails (Ames, 1992). Extensive research has established that the effect of a task climate on positive motivational outcomes (e.g., satisfaction, positive attitudes toward the lesson, and intrinsic motivation) is large and positive (Ntoumanis & Biddle, 1999).

Motivational climate, achievement goals and associated factors (correlates) – TASK

In a review, Papaioannou (2012) demonstrated that adaptive outcomes (e.g., satisfaction, intrinsic motivation, positive affect, enjoyment, fitness, participation in physical activity, relative autonomy, job satisfaction, contribution to society and understanding science beliefs, perceptions that physical education should cultivate good citizens, tolerance, help-seeking, self-esteem, pleasant affect in life) were positively related to task approach goals. Moreover, maladaptive outcomes (e.g., anxiety, extrinsic motivation, negative affect, boredom) were unrelated or had a negative relation with task goals. Biddle et al. (2003) found that a task orientation was positively related to motives of skill development and team membership.

Papaioannou et al. (2012) also found that task goals were positively related to beliefs that the main purpose in life is to contribute to society and understand that the purpose of physical education is to promote active lifestyles among students and to cultivate good citizens. Papaioannou (2012) conclude that coaches should focus primarily on the promotion of task goals because this approach benefits the person, the group and the society (e.g., other people participating in the same sport setting).

Motivational climate and TARGET framework – TASK

Braithwaite, Spray and Warburton (2011, p. 269):

Drawing from the classroom-based work of Ames (1992), research in sport and PE has been particularly concerned with identifying the motivational ramifications or correlates of perceived task and ego climates. That is, it has been considered important to understand the consequences of the situational goals held to be salient through the behaviours of key social agents. In PE and sport, the key agents that have received the most research attention are teachers and coaches.

One means by which the specific behaviours of sports coaches and PE teachers can be understood in terms of emphasizing the salience of particular goals is through the TARGET framework (Ames, 1992). The acronym TARGET refers to Task (design of activities), Authority (location of decision-making), Recognition (manner of distributing rewards such as praise), Grouping (criteria for selecting working groups), Evaluation (standards of ego considered important), and Time (pace of learning).

A task climate is more likely to be perceived when tasks are challenging, participants are provided with choices and opportunities to exercise leadership, recognition is provided privately to individuals, participants work in mixed ability groupings, positive evaluation for personal improvement is emphasized, and variability in pace of learning is accommodate. (...) Because the TARGET framework provides guidance as to specific environmental structures that emphasize different achievement goals, it has proved a useful model for researchers interested in manipulating the motivational climate in the physical domain.

On the basis of theory (Ames, 1992) and substantial correlation research in physical activity settings, a task climate should be emphasized by physical education and sport coaches in order to enhance affective, behavioural and cognitive outcomes (e.g., physical activity participation, intrinsic motivation, positive attitudes, effort, inclusion, equality and social cohesion).

3rd expert group - Motivational climate (EGO)

Motivational climate definition and background

Braithwaite, Spray and Warburton (2011, p. 268-269):

Within achievement goal theory, the term 'motivational climate' has been adopted to encompass the study of environmental factors that lead individuals to construe competence in different ways and pursue different goals. One way to define one's competence is through the perception of self improvement and mastery of skills, whereas a second perspective entails the comparison of one's own ability with that of others in a salient reference group. Logically, individuals who employ the first definition pursue goals centred on striving to improve and master tasks; on the other hand, those individuals who choose to adopt the second definition pursue goals focused on doing better than others (Nicholls, 1989).

Papaioannou, Tsigilis, Kosmidou and Milosis (2007, p. 236-237):

It is widely believed that teachers create an environment in their classes that is responsible for students' success and failure. This view did not go unnoticed by many investigators who conducted research on motivational climate in physical education (Ntoumanis & Biddle, 1999). The term *perceived motivation climate* refers to individual composite views regarding the situational emphasized goal structures operating in achievement settings (Ames, 1992). Two classes of achievement goals have been described. When success and failure are defined in comparison to the performance of others, an ego goal orientation is adopted, but when self-referenced criteria of success are used, a task goal orientation prevails (Ames, 1992). Extensive research has established that (...) the impact of ego climate on negative outcomes is moderate and positive.

Motivational climate, achievement goals and associated factors (correlates) – EGO

In a review, Papaioannou (2012) demonstrated that ego goals were unrelated or negatively related to adaptive outcomes (e.g., satisfaction, intrinsic motivation, positive affect, enjoyment, fitness, participation in physical activity, relative autonomy, job satisfaction, contribution to society and understanding science beliefs, perceptions that physical education should cultivate good citizens, tolerance, help-seeking, self-esteem, pleasant affect in life). Moreover, maladaptive outcomes (e.g., anxiety, extrinsic motivation, negative affect, boredom) had a positive relationship with ego goals.

Biddle et al. (2003) found that an ego orientation was positively linked to motives of status/recognition and competition. Additionally, ego orientation appears to play an important role in athletes' morally relevant attitudes and behaviour. Athletes high in ego orientation tend to report unsportsmanlike attitudes, to endorse intentionally aggressive sport acts, and to display aggressive behaviors in the sport context.

Papaioannou et al. (2012) also found that ego goals were positively related to beliefs that the main purpose in life is to acquire high status and power and that the physical education purpose is to increase the competitiveness and status and career of students. Papaioannou (2012) conclude that ego goal is maladaptive for both the individual and society.

Motivational climate and TARGET framework – EGO

Braithwaite, Spray and Warburton (2011, p. 629):

Drawing from the classroom-based work of Ames (1992), research in sport and PE has been particularly concerned with identifying the motivational ramifications or correlates of perceived task and ego climates. That is, it has been considered important to understand the consequences of the situational goals held to be salient through the behaviours of key social agents. In PE and sport, the key agents that have received the most research attention are teachers and coaches.

One means by which the specific behaviours of sports coaches and PE teachers can be understood in terms of emphasizing the salience of particular goals is through the TARGET framework (Ames, 1992). The acronym TARGET refers to Task (design of activities), Authority (location of decision-making), Recognition (manner of distributing rewards such as praise),

Grouping (criteria for selecting working groups), Evaluation (standards of performance considered important), and Time (pace of learning).

An ego climate is more likely to be reported by sports and PE participants when coaches and teachers organize repetitive and uniform tasks, control all aspects of decision-making, provide praise publicly, arrange groupings reflective of rank order of ability, praise and reward only the more able in the class or team, and do not allow slower learners extra time to master skills. Because the TARGET framework provides guidance as to specific environmental structures that emphasize different achievement goals, it has proved a useful model for researchers interested in manipulating the motivational climate in the physical domain.

On the basis of theory (Ames, 1992) and substantial correlation research in physical activity settings, because an ego climate is linked with less adaptive or maladaptive motivational and affective responses, it should not be emphasized by physical education and sport coaches.

4th expert group - Human rights

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore the general assembly proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

The Universal Declaration of Human Rights (UDHR) is a declaration adopted by the United Nations General Assembly on 10 December 1948 at the Palais de Chaillot, Paris.

What are human rights?*

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.

Universal and inalienable

The principle of universality of human rights is the cornerstone of international human rights law. This principle, as first emphasized in the Universal Declaration on Human Rights in 1948, has been reiterated in numerous international human rights conventions, declarations, and resolutions. The 1993 Vienna World Conference on Human Rights, for example, noted that it is the duty of States to promote and protect all human rights and fundamental freedoms, regardless of their political, economic and cultural systems.

All States have ratified at least one, and 80% of States have ratified four or more, of the core human rights treaties, reflecting consent of States, which creates legal obligations for them, and giving concrete expression to universality. Some fundamental human rights norms enjoy universal protection by customary international law across all boundaries and civilizations.

Human rights are inalienable. They should not be taken away, except in specific situations and according to due process. For example, the right to liberty may be restricted if a person is found guilty of a crime by a court of law.

Interdependent and indivisible

All human rights are indivisible, whether they are civil and political rights, such as the right to life, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent. The improvement of one right facilitates advancement of the others. Likewise, the deprivation of one right adversely affects the others.

Equal and non-discriminatory

Non-discrimination is a cross-cutting principle in international human rights law. The principle is present in all the major human rights treaties and provides the central theme of some of international human rights conventions such as the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention on the Elimination of All Forms of Discrimination against Women.

The principle applies to everyone in relation to all human rights and freedoms and it prohibits discrimination on the basis of a list of non-exhaustive categories such as sex, race, color and so on. The principle of non-discrimination is complemented by the principle of equality, as stated in Article 1 of the Universal Declaration of Human Rights: "All human beings are born free and equal in dignity and rights."

Both Rights and Obligations

Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, to protect and to fulfil human rights. The obligation to respect means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses. The obligation to fulfil means that States must take positive action to facilitate the enjoyment of basic human rights. At the individual level, while we are entitled our human rights, we should also respect the human rights of others.

* Retrieved from: <http://www.ohchr.org/en/issues/pages/whatarehumanrights.aspx>; 17 October 2015.

Appendix 2:

Musical chair – version 1 (Ego climate, Competition)

* The game starts with any number of players and a number of chairs one fewer than the number of players; the chairs are arranged in a circle (or other closed figure if space is constrained; a double line is sometimes used) facing outward, with the people standing in a circle just outside of that. A non-playing individual plays recorded music or a musical instrument. While the music is playing, the players in the circle walk in unison around the chairs. When the music player suddenly stops the music, everyone must race to sit down in one of the chairs. The player who is left without a chair is eliminated from the game, and one chair is also removed to ensure that there will always be one fewer chair than there are players. The music resumes and the cycle repeats until there is only one player left in the game, who is the winner.

Note. Trainer behaviour should support an ego climate by: controlling all aspects of decision-making, provide praise publicly, praise and reward only the more able in the class or team, deliberately favor the boys or those with better physical fitness “ability” instead of the girls or the less able (in case of draw).

Musical chair – version 2 (Task climate, Cooperation)

* In the non-competitive version of "musical chairs" one chair but *no* player is eliminated in each round. All players have to "sit down" on the remaining chairs, while their feet must not touch the floor.

Note. Trainer behaviour should support a task climate by: provide participants with choices and opportunities to exercise leadership (ways of achieving the goal), recognition is provided privately to individuals, participants work in mixed ability groupings, positive evaluation for personal improvement is emphasized, and variability in pace of learning is accommodate (enough time before the music starts, to let them think and arrange new solutions together).

* Retrieved from: http://en.wikipedia.org/wiki/Musical_chairs, 17 October 2015.

Appendix 3:

Motivational climate and TARGET framework

Braithwaite, Spray and Warburton (2011, p.269):

It has been considered important to understand the consequences of the situational goals held to be salient through the behaviours of key social agents. In PE and sport, the key agents that have received the most research attention are teachers and coaches. One means by which the specific behaviours of sports coaches and PE teachers can be understood in terms of emphasizing the salience of particular goals is through the TARGET framework (Ames, 1992). The acronym **TARGET** refers to **T**ask (design of activities), **A**uthority (location of decision-making), **R**ecognition (manner of distributing rewards such as praise), **G**rouping (criteria for selecting working groups), **E**valuation (standards of ego considered important), and **T**ime (pace of learning). A task climate is more likely to be perceived when tasks are challenging, participants are provided with choices and opportunities to exercise leadership, recognition is provided privately to individuals, participants work in mixed ability groupings, positive evaluation for personal improvement is emphasized, and variability in pace of learning is accommodate. An ego climate is more likely to be reported by sports and PE participants when coaches and teachers organize repetitive and uniform tasks, control all aspects of decision-making, provide praise publicly, arrange groupings reflective of rank order of ability, praise and reward only the more able in the class or team, and do not allow slower learners extra time to master skills. Because the TARGET framework provides guidance as to specific environmental structures that emphasize different achievement goals, it has proved a useful model for researchers interested in manipulating the motivational climate in the physical domain. On the basis of theory (Ames, 1992) and substantial correlation research in physical activity settings, a task climate should be emphasized by physical education and sport coaches in order to enhance affective, behavioural and cognitive outcomes (e.g., physical activity participation, intrinsic motivation, positive attitudes, effort, value inclusion, equality and social cohesion).

Table 1. Description of task and ego climate in accordance with the TARGET structures (Ntoumanis, 1999)

Mastery	Performance
Tasks Challenging and diverse	Absence of variety and challenge
Authority Students are given choices and leadership roles	Students do not take part in the decision-making processes
Recognition Private and based on individual progress	Public and based on social comparison
Grouping Promotion of cooperative learning and peer interaction	Groups are formed on the basis of ability
Evaluation Based on mastery of tasks and on individual improvement	Based on winning or out-performing others
Time Time requirements are adjusted to personal capabilities	Time allocated for learning is uniform to all students

Activity: Having the TARGET framework as a reference, discuss, construct and write on a flip chart one practical example of an educational situation (e.g., game, exercise, teacher-student interaction) that reflect a task-involving motivational climate in physical education and sport context.

Appendix 4:

Questionnaire

From 1 (strongly disagree) to 5 (strongly agree), how much do you agree with each one of the following sentences? Please answer with an X.

<i>A physical education/sport teacher should...</i>	Strong		Stron		
	Disagr				Agree
	1	2	3	4	5
Encourage students to play better than the others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pay articular attention to whether student's skills are improving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make sure that every student understands how to perform a new skill before teaching other skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insist that all students must fight to prove that they are more capable in skills and games than others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Praise only the students that look more capable than others in physical education and sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insist that errors in skills and games help students to find their weaknesses and improve their abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: adapted (with some changes) from Papaioannou et al. (2007).

From 1 (low) to 5 (high) circle the number that best represents your attitudes, skills and knowledge after this training. Please answer with an X.

	Low		High		
	1	2	3	4	5
Choose cooperation rather than competition when presented with a choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop classroom practices that enable us to benefit from diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan classroom activities in a way that ensures equal access and participation to all learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop personalized learning and use a variety of teaching methods to different learning styles strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often use cooperative learning structures in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create conditions for safe environment when emotions are taken into account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find ways to develop empathy among learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learn about and use up-to-date research and know about a variety of teaching approaches, methods and materials for promoting equal access to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak out about the influence of power structures on cooperation and participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: TASKs, adapted from Pestalozzi program, Council of Europe.

Continue to reflect on this module training and from 1 (strongly disagree) to 5 (strongly agree), how much do you agree with each one of the following sentences? Please, answer with an X.

	Strong		Stron		
	Disagr				
	Agree				
	1	2	3	4	5
I liked to participate in this module training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The theme/contents of this module training are important for physical education/sport teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This module training helped me learning more about quality physical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This module training helped me learning more about how to establish an adequate motivational climate in PE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This module training helped me learning more about human rights and democracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recommend these module training to other physical education/sport student teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please, mention until 3 positive aspects of this module training:

1. _____
2. _____
3. _____

Please, mention until 3 less positive aspects of this module training:

1. _____
2. _____
3. _____

I have participated in the two sessions of the module training: Yes No

Gender: Male Female Age: ___ years old.